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AUTHOR Flynn, Margaret
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ABSTRACT

The Temporary Assistance for Needy Families (TANF) block grant has great potential for funding out-of-school time and community school initiatives. While the flexibility that states have in allocating TANF funds presents significant opportunity for innovation, it also presents a dizzying array of policy options. This strategy brief presents general considerations for using TANF to support out-of-school time and community school initiatives. The brief explores three strategies for using TANF funding, discusses considerations for the use of each strategy, and provides examples of innovative state approaches. (Contains 16 resources.) (EV)

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Using TANF to Finance Out-of-School Time and Community School Initiatives

Strategy Brief

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TOOLS FOR OUT-OF-SCHOOL TIME AND COMMUNITY SCHOOL INITIATIVES

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THE FINANCE PROJECT

Using TANF to Finance Out-of-School Time and Community School Initiatives

Strategy Brief

by Margaret Flynn

Quality out-of-school time and community school programs are important elements of an effective system of community supports and services for families and children. In recent years, research has documented the negative effects of leaving children unsupervised during after-school hours and highlighted the importance of quality out-of-school time programs. The 1996 passage of welfare reform, requiring that more parents on welfare transition into work, added to already significant demands for out-of-school time programs. One strategy to generate funding for maintaining, improving, and expanding out-of-school time and community school initiatives is to utilize funds from Temporary Assistance to Needy Families (TANF), the block grant created by the 1996 welfare reform legislation.[1]

Several factors make this a good time for state and local decisionmakers to consider using TANF funds to support out-of-school time and community school programs. The final TANF regulations, released in April 1999 and effective in October 1999, emphasized and increased state flexibility in using TANF to fund supports for low-income families. States are pursuing a wide range of policy options, with some states investing significant TANF resources in out-of-school time initiatives. In addition, due in part to rapidly dropping welfare caseloads, many states have not spent portions of their TANF dollars allocated since 1996. The Department of Health and Human Services (DHHS) reports that $4.2 billion TANF dollars allocated to states remain unspent.[2] The availability of these funds and the flexibility states have in allocating them present a unique opportunity for states to invest in supports and services for low-income families, including out-of-school time and community school programs.

While the flexibility that states have in allocating TANF funds presents significant opportunity for innovation, it also presents a dizzying array of policy options. TANF requirements are complex, and although the final regulations clarified certain issues, many "gray areas" remain. This is particularly true in relation to out-of-school time and community school initiatives because of the range of target populations, services, and purposes they encompass. This strategy brief presents general considerations for using TANF to support out-of-school time and community school initiatives, explores three strategies for using TANF funding, discusses considerations for the use of each strategy, and provides examples of innovative state approaches.

Background and General Considerations

First and foremost, policy makers and program officials interested in developing out-of-school time and community school initiatives should be aware that the federal government is encouraging the use of TANF to fund a wide range of supports and services for low-income families. The publication *Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families through the TANF Program*, produced by DHHS, suggests that "states

[1] *Other welfare-related funding streams, such as Welfare to Work dollars also have possibilities for funding out-of-school time programs. See the Welfare Information Network August Issue Note,* Financing School-Age Out-Of-School Time Programs with Welfare Related Funding.

[2] *$4.2 billion reflects cumulative unobligated balances for fiscal years 1997, 1998, and 1999 as of the first quarter of FY 1999.*

should start with the assumption that they may use these funds in innovative ways to achieve the critical goals laid out in the TANF statute."[3]

TANF funding includes both the federal block grant dollars allocated to states, as well as maintenance of effort (MOE) dollars that states are required to spend each year in order to receive their full block grant. In addition to using TANF funds directly to support out-of-school time and community school initiatives, states have the option of transferring a portion of federal TANF block grant monies into the Child Care and Development Fund (CCDF) and the Social Services Block Grant (SSBG). Thus, out-of-school time programs could be directly supported with TANF or MOE funds or could be supported with funds transferred into CCDF or SSBG.[4]

Most commonly, states use these funds for out-of-school time and community school programs by providing subsidies for eligible children up to age 13. Parents of school-age children then use the subsidies to purchase out-of-school time care in a setting of their choice. In addition, states are using direct or transferred TANF dollars and MOE dollars to directly fund out-of-school time and community school program start-up, expansion, and ongoing operation.[5]

While the many requirements, incentives, and penalities that affect state decisions around TANF allocation are beyond the scope of this brief, the following considerations are important to keep in mind.

The Purposes of TANF

Generally, states can use TANF funds for services that are reasonably calculated to achieve four purposes:

1. To provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives;
2. To end the dependence of needy parents by promoting job preparation, work, and marriage;
3. To prevent and reduce out-of-wedlock pregnancies; and
4. To encourage the formation and maintenance of two-parent families.

Thus, using TANF funds for out-of-school time and community school programs can be justified under the second purpose when these programs provide supervision for children that enables parents to work or participate in job preparation activities, and under the third purpose when these programs provide structured, productive activities for youth during out-of-school time that prevent high-risk behavior that can lead to out-of-wedlock pregnancies.

TANF Requirements

Although the TANF program allows states considerable spending flexibility, it also contains numerous requirements affecting the use of the funds. For example, recipients of TANF-funded supports and services are subject, in certain instances, to federal requirements concerning work participation, time-limited benefits, and child support cooperation. One concern that policymakers may have in using TANF dollars to fund out-of-school time and community school programs is whether recipients of these services will be subject to such requirements. This issue is important not only because of its implications for recipients, but also because of its implications for out-of-school time programs and state agencies in terms of data tracking and reporting. Whether participants in out-of-school time programs funded with TANF dollars are subject to federal requirements depends mainly on the following factors.

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[3] Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program, *Department of Health and Human Services, 1999.*

[4] *Although possible, it is unusual for states to support out-of-school time programs using TANF dollars transferred to SSBG. States have a great deal of flexibility in using SSBG funds, and a limited amount of dollars can be transferred into SSBG. As a result, many states use funds transferred into SSBG for clients and services not covered under TANF or other social service programs.*

[5] *Although, it is possible to use federal TANF funds to support capacity-building efforts, there is a prohibition on using federal TANF funds for construction.*

1) Whether the service is considered to be "assistance".[6]

Federal requirements are only applicable to those recipients receiving "assistance" according to TANF definitions. "Assistance" generally refers to benefits directed at basic needs (e.g., food, clothing, shelter, utilities, etc.), as well as supportive services, such as child care and transportation for families that are **not employed.**[7] There is some uncertainty as to whether out-of-school time programs fall into the category of "assistance" for unemployed parents. According to current regulations and guidance, it is clear that child care for the nonemployed is considered "assistance," but it is not clear when an out-of-school time initiative must be considered child care. For example, if the primary purpose and function of an out-of-school time initiative is pregnancy prevention, it is likely that a state would not need to consider the program child care. Thus, the program would not be considered "assistance" for nonemployed parents whose children participated. Generally, programs funded under the second TANF purpose (to support work) are more likely to be considered child care than programs funded under the third TANF purpose (preventing out-of-wedlock pregnancies).

Overall, families are rarely subject to federal TANF requirements based only on their receipt of TANF-funded out-of-school time services. This is because out-of-school time programs need not be considered "assistance" for employed parents, and many unemployed parents with children in TANF-funded out-of-school time initiatives receive cash benefits or other forms of "assistance" and are subject to federal TANF requirements anyway.

2) Whether the service is supported by federal TANF dollars or MOE dollars, and how that funding is structured.

States can choose to spend MOE dollars in the TANF program or in separate state programs, provided they are serving "eligible" families. "Eligible" families are families with a dependent child that meet the income/resource standards set out in the state TANF plan; they do not have to be receiving TANF benefits. MOE dollars allocated to separate state programs are not subject to most TANF requirements, including time limits, work participation, or child-support assignment. Thus, if MOE dollars are used to support out-of-school time or community school programs in a separate state program, federal requirements based on "assistance" categories are not relevant. Some states, however, attach requirements similar to the federal requirements to their own programs.[8]

TANF Eligibility Levels

A final consideration in using TANF to finance out-of-school time or community school programs is each state's definition of eligible families. The final regulations clarify that states have the flexibility to define different income/resource standards for different services. For example, a state might set one income/resource standard for cash assistance, and a higher standard for other supportive services. Defining a higher eligibility level for supportive services, such as out-of-school time programs, makes it possible to subsidize out-of-school time care for a broader group of children using TANF funding.

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[6] *For a more detailed consideration of this issue, see Greenberg,* The Final TANF Regulations: A Preliminary Analysis, *CLASP, May 1999.*

[7] *There are caveats and exceptions to this general definition of assistance, such as non-recurrent short term benefits provided to unemployed parents. "Assistance" is defined in § 260.31 of the TANF final rule.*

[8] *For further clarification of funding options for TANF and MOE, refer to the DHHS publication,* Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program.

ACCESSING TANF FOR OUT-OF-SCHOOL TIME AND COMMUNITY SCHOOL INITIATIVES*

While the federal government provides the framework and guidance for TANF spending, state officials have the final say in allocating TANF dollars to out-of-school time and community school initiatives or other purposes. In addition, some states grant counties considerable discretion in allocating TANF dollars. Out-of-school time and community school program officials need to be aware of how TANF is administered and allocated in their state or county in order to be strategic in accessing TANF. Following are few suggestions:

Get to know the decisionmakers: Know which state or county agency administers TANF (in most cases, it is the state human service agency), identify key officials within that agency, and build relationships. Meet with key officials and introduce them to your program, add them to your mailing list and keep them informed of developments and successes of your program.

Be familiar with the state TANF plan: Each state is required to have a TANF plan that 1) defines how the state plans to implement TANF in accordance with the federal regulations, 2) includes requirements that states may impose on TANF receipt in addition to federal requirements, and 3) sets out income and resource standards for eligibility (state plans are posted on the Welfare Information Network at http://www.welfareinfo.org). States are required to renew their plans biennially in consultation with local governments and private-sector organizations (most states have to submit plan renewals by December 31, 1999 for FY 2000). Additionally, states may submit amendments to completed two-year plans. For example, a state might amend the eligibility levels defined in their plan to include a higher eligibility level for support services.

Find out how TANF funding allocations are made: States are required to appropriate TANF funds. However, the flexibility that state agencies have to allocate TANF within those appropriations varies from state to state. For example, in some states, the state agency responsible for TANF is able to contract for services without additional legislative authority, while in other states, additional legislative authority is needed. State officials administering TANF can provide information on how TANF dollars are allocated. Another source is local advocacy organizations focused on supports for low-income families.

Find out about current TANF spending: State-specific information on unspent TANF dollars, TANF transfers, and TANF spending on child care is available on the federal Administration for Children and Families' website at www.acf.dhhs.gov/programs/ofs/data/. State and county administrators for TANF and the Child Care and Development Fund can provide additional information on whether and how TANF dollars are supporting out-of-school time and community school programs.

Know how the child care payment system works: Because TANF dollars commonly support out-of-school time programs through the existing child care payment system, it is important to understand how this system works. All states subsidize child care through funds from the Child Care and Development Fund (CCDF) and other funding sources such as TANF. Each state sets their own eligibility and payment levels, and designs their own system for paying care providers. Understanding the child care payment system will help out-of-school time programs to access subsidies for eligible children and obtain state contracts. Information on CCDF state plans is available through the National Child Care Information Center (NCCIC) at 800-616-2242 or www.nccic.org

* *Sections of this box adapted from* Temporary Assistance for Needy Families and Healthy Families America: Accessing a New Funding Source, *Prevent Child Abuse America, (1999).*

Financing Strategies

As noted above, TANF dollars can support out-of-school time and community school initiatives under either the second TANF purpose (as a work support), or the third purpose (to prevent out-of-wedlock pregnancies). In addition, TANF dollars can support out-of-school time and community school initiatives through transfer to CCDF. This section provides a basic description of these three strategies, examples of each strategy in practice, and considerations for the use of each strategy.

Strategy 1: Funding out-of-school time programs under the second purpose of TANF: to end the dependence of needy parents by promoting job preparation, work, and marriage. Out-of-school time programs can help to end the dependence of needy parents by providing supervision for school-age children during non-school hours, thus enabling their parents to participate in training or employment activities. State officials can allocate TANF and MOE funds to support out-of-school time programs as a work support for parents in a variety of ways. For example, many states use TANF monies to fund child care subsidies in order to serve families on subsidy waiting lists, increase eligibility levels, and/or increase the amount of reimbursement that subsidies provide. These subsidies are generally provided to children under age 13 whose parents are employed. States also use TANF and MOE funds to provide direct support to out-of-school time initiatives for start-up, expansion, and ongoing operation.

Considerations:

- The second purpose of TANF specifies "needy" families as the target population. Thus, out-of-school time programs and subsidies funded under the second purpose must serve children who meet the income/resource standards established in the state TANF plan.
- States can fund subsidies for school-age children directly with TANF dollars or by transferring TANF dollars to CCDF (See Strategy 3). Some states fund additional subsidies directly with TANF dollars after transferring the maximum 30 percent of TANF to CCDF. (Federal TANF dollars used directly for subsidies remain subject to federal TANF requirements.)
- An out-of-school time program funded with federal TANF dollars or state MOE dollars in the TANF program under the second purpose might be considered "assistance" for unemployed parents. If so, unemployed parents would be subject to federal requirements such as those concerning work participation, child support, and time limits. If the out-of-school time program were funded with MOE dollars in a separate state program, however, the federal requirements would not apply (data reporting requirements are a possible exception[9]).

[9] *Although most federal requirements do not apply to TANF dollars spent in a separate state program, states do have to meet some data reporting requirements on activities funded in a separate state program that fall into the "assistance" category.*

FUNDING AFTER-SCHOOL PROGRAMS IN MECKLENBURG COUNTY, NORTH CAROLINA

Mecklenburg County, North Carolina, allocated a total of over $2 million in MOE and federal TANF funds (approximately 75 percent county MOE, 5 percent state MOE and 20 percent federal TANF) in FY 98-99 to fund after-school programs for families that are on or transitioning off of TANF assistance. Elementary and middle schools in the county administer the after-school programs. The funds are allocated to the schools based on the number of TANF-eligible children served in their program. Other funding sources such as state Department of Education funds are used to pay for children who are not TANF-eligible. The program serves approximately 1900 children from kindergarten through eighth grade in multiple program sites. In FY 99-2000, Mecklenburg County is planning to use federal TANF dollars to fund additional out-of-school time sites with a pregnancy prevention emphasis (see Strategy 3). For more information, contact Jake Jacobsen, Mecklenburg County Social Services Director at (704) 336-5253.

- If an out-of-school time program is funded by other sources in addition to TANF, then the alternative funding sources can be used to pay for children who are not income-eligible under TANF or whose parents are unemployed.

USING TANF TO SUPPORT AN AFTER-SCHOOL INITIATIVE IN LOS ANGELES COUNTY

Los Angeles County recently allocated $74 million in commingled federal TANF and state MOE dollars to create an after-school program. The 225 schools with the highest proportion of TANF-eligible children have been targeted to receive the funding. TANF and MOE dollars will pay for the start-up, administration, and operation during the first six months of the program. After the first six months, the payment mechanism will depend on income-eligibility and employment status. CCDF subsidies will pay for CCDF-eligible children; TANF will pay for children not eligible for CCDF but income-eligible for TANF; and schools are responsible for finding alternative sources of funding for children who are not income-eligible for TANF. For more information, contact Diane McGuire at (562) 692-7457.

Strategy 2: Funding out-of-school time programs under the third purpose of TANF: to prevent and reduce out-of-wedlock pregnancies. TANF dollars can be used to fund out-of-school time and community school programs as a pregnancy prevention strategy. The Final Regulations and the DHHS *Guide on Funding Services for Children and Families Through the TANF Program* emphasize that TANF dollars can support services that directly lead to or are reasonably calculated to lead to each of the four TANF purposes. Although the scope of services that DHHS interprets as "reasonably calculated" to achieve the third purpose of TANF is another "gray area," it appears that federal officials take a broad view. Examples of activities that are reasonably calculated to accomplish the third TANF purpose in the DHHS Guide include, "abstinence programs, visiting nurse services, and programs and services for youth such as counseling, teen pregnancy prevention campaigns, and after-school programs that provide supervision when school is not in session."[10] In other words, a wide array of out-of-school time and community school services can be linked to pregnancy prevention and funded under the third TANF purpose. For example, many youth development programs can be considered pregnancy prevention strategies because they provide a structured environment, offer positive alternatives to high-risk behavior, and encourage positive development and academic achievement.[11]

ILLINOIS TEEN REACH PROGRAM

Illinois is using $18.5 million in TANF and MOE funds to support Teen REACH, a youth development model of pregnancy prevention. The goal of the program is to provide alternatives to high-risk behaviors through structured activities during out-of-school time hours. The core elements of the program include academic assistance, recreation, mentoring, and life skills. Contracts for start-up and operations are granted to a range of providers, including school districts, Boys and Girls Clubs, and other community providers. The program is in its second year with over 120 contractors statewide. Services are targeted to high-risk families as defined by factors such as parental employment status and receipt of TANF assistance. In the first year, the program served children ages 10 through 17, but has recently been expanded to include younger children. For more information, contact Doris Garrett at (217) 557-2109.

[10] Helping Families Achieve Self-Sufficiency: A Guide on Funding Services for Children and Families Through the TANF Program. *DHHS (p. 11).*

[11] *For more information on this issue, see* Tapping TANF: When and How Welfare Funds Can Support Reproductive Health or Teen Parent Initiatives, *Marie Cohen, 1999.*

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Considerations

- Services included in pregnancy prevention programs do not generally fall within the federal definition of "assistance" under TANF. In other words, regardless of employment status, federal requirements are not imposed on families solely as a result of receipt of the service.
- The third TANF purpose does not specify "needy" families as the target population. If federal TANF dollars are used to fund out-of-school time or community school initiatives under the third purpose, the programs can serve any income range. If MOE funds are used, however, the children served with the MOE funds must be eligible according to income/resource standards for MOE funds set out in the state plan.
- As mentioned, the scope of programs that can be "reasonably calculated" to reduce out-of-wedlock pregnancies is unclear. Currently, there is no clear guidance as to whether a program has to explicitly include pregnancy prevention in its goals, and what age range the program must serve.

Strategy 3: Transferring TANF funds to CCDF to support out-of-school time initiatives.

States are allowed to transfer up to 30 percent of their TANF funds to the Child Care and Development Fund. Once TANF funds have been transferred to CCDF, they are treated as CCDF funds and are subject to the requirements of CCDF. Generally, CCDF funds serve children up to 13 years of age (unless the child is considered to have a disability), and each state sets its own income eligibility levels (up to a federal maximum of 85 percent of the state's median income). In 1998, states transferred $652 million from TANF into CCDF.[12]

TANF dollars transferred into CCDF increase the overall amount of funding available for a state's child care activities. States are using CCDF funds for a wide range of activities, including supporting out-of-school time programs. Most commonly, states fund subsidies for children up to age 13. TANF dollars transferred into CCDF enable states to provide subsidies to families on waiting lists, increase income eligibility levels to serve more families, and increase the subsidy payment level.

USING TANF TO MAKE OUT-OF-SCHOOL TIME CARE MORE AFFORDABLE IN WISCONSIN

In FY 1998, Wisconsin transferred 20 percent of its TANF block grant to CCDF and also funded child care subsidies directly from TANF. The TANF funds enabled Wisconsin policy makers to establish child care subsidy eligibility for children up to age 13 in working families up to 200 percent of poverty, and to eliminate the waiting list for eligible children. In 1999, Wisconsin budgeted approximately $177 million for child care subsidies; $100 million of those dollars were from TANF. As of August 1999, 10,647 children age 6 and older were authorized to receive subsidized child care: 61 percent of these were in licensed out-of-school time centers, 13 percent were in licensed family day-care programs, and approximately 25 percent were in regularly certified settings (these are smaller, more informal arrangements which are required to be inspected and certified). In addition, the FY 2000 budget includes a proposed expansion of subsidy eligibility for disabled children ages 13 to 18. For more information, contact David Edie, Director, Office of Child Care, at (608) 266-6946.

TANF funds transferred to CCDF can support out-of-school time capacity-building and quality enhancement efforts. CCDF funding includes a quality set-aside of at least 4 percent, as well as an earmark for out-of-school time and resource and referral activities. Both the quality set-aside and the out-of-school time earmark can be used to support a broad range of

[12] Temporary Assistance for Needy Families Program: Second Annual Report to Congress. *U.S. Department of Health and Human Services, August 1999.*

efforts to improve the availability of quality child care. Examples of funding options under the the quality set-aside and out-of-school time earmark include:

- providing grants and loans for start-up, expansion, or enhancement of programs;
- funding partnership projects aimed at coordinating resources and leveraging private-sector investment; and
- funding technical assistance to help stakeholders develop, implement, and finance out-of-school time programs.

Considerations

- Transferring TANF funds into the CCDF block grant facilitates coordination of TANF and CCDF funds supporting out-of-school time programs.
- Subsidies provide an important source of funding for out-of-school time programs serving low-income children up to age 13. Program managers can access these funds by ensuring that eligible families served by their program have applied for subsidies, and by targeting outreach activities to families with children eligible for subsidies who may not be participating in out-of-school time activities.
- Although TANF funds can be reserved for use in future years, TANF funds transferred to CCDF must be spent by the end of the year following transfer. However, opportunities to use reserved TANF funds for out-of-school time initiatives are limited, because reserved TANF funds can no longer be transferred, and they are restricted to funding services considered to be "assistance."
- TANF funds transferred to CCDF are not subject to federal TANF work, reporting, and other requirements. In general, however, they are only available to serve children up to age 13, whereas TANF dollars can be used for services for children of any age. One option is for states to transfer TANF funds to CCDF to support out-of-school time and community school programs for children up to age 13, and use TANF dollars directly to pay for out-of-school time and community school services for older children.

EXPANDING OUT-OF-SCHOOL TIME OPTIONS IN MICHIGAN

Michigan policy makers project that they will transfer over $100 million from TANF to CCDF in FY 1999, more than doubling the available CCDF dollars of $85.9 million. Policy makers plan to use $314,000 under the quality set-aside and $510,000 in discretionary earmark dollars to establish new and expand existing out-of-school time programs. Through an interagency agreement, the Department of Education allocates these funds as competitive grants to school districts and local nonprofit agencies serving a high proportion of low-income children. The grants allow for start-up and expansion of out-of-school time programs. Ongoing operation of the programs is supported with subsidies funded by CCDF and TANF dollars through the provider payment system. The state mandates that programs started with the quality dollars operate on a year-round basis, and allows school districts to contract with local community providers to deliver the services. Programs funded with the discretionary dollars only have to operate during the academic year, and must be located in schools. The funding will provide a total of 47 awards to 61 sites. For more information, contact Paul Nelson, Director, Child Development and Care Division, Michigan Family Independence Agency, at (517) 373-0356.

Conclusion

The TANF block grant has great potential for funding out-of-school time and community school initiatives. TANF dollars can be used very flexibly to support programs addressing a wide range of target populations and purposes. Two of the four TANF purposes are closely linked to the goals of out-of-school time and community school programs; thus, TANF dollars can be used directly to support such programs. In addition, TANF provides for transfers to CCDF that can help build capacity, strengthen quality, and improve access to out-of-school time programs. Understanding TANF funding opportunities and complexities can help policy makers and program developers to most effectively use this funding source to support out-of-school time and community school initiatives.

Resources on Using TANF to Finance Out-of-School Time and Community School Initiatives

Publications of The Finance Project

Financing Family Resource Centers: A Guide to Funding Sources and Strategies by Sara Watson and Miriam Westheimer (Fall 1999).

Financing After-School Programs by Robert Halpern, Carol Cohen, and Sharon Deich (Fall 1999).

Financing School-Age Out-of-School Time Programs with Welfare Related Funding by April Kaplan with Heidi Sachs, The Welfare Information Network, Issue Note Vol.3, No. 6 (August 1999).

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School-Age Care: Federal Funding Opportunities by Helen Blank and Kim Wade. Washington, D.C.: Children's Defense Fund (March 1999).

Tapping TANF: When and How Welfare Funds can Support Reproductive Health or Teen Parent Initiatives by Marie Cohen. Washington D.C.: Center for Law and Social Policy (April 1999).

Tapping TANF for Youth: When and How TANF Funds Can Support Youth Development, Education and Employment Initiatives by Marie Cohen. Center for Law and Social Policy (Forthcoming).

Temporary Assistance for Needy Families and Healthy Families America: Accessing a New Funding Source. Prevent Child Abuse America (1999).

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The Final TANF Regulations: A Preliminary Analysis by Mark H. Greenberg and Steve Savner. Washington D.C.: Center for Law and Social Policy (May 1999).

Welfare Balances in the States: Unspent TANF Funds in the Middle of Federal Fiscal Year 1999 by Ed Lazere and Lana Kim. Washington D.C.: Center on Budget and Policy Priorities (July 1999).

Contact Information for Resources:

Center for Law and Social Policy
(202) 328-5140
http://www.clasp.org

Center on Budget and Policy Priorities
(202) 408-1080
http://www.cbpp.org

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http://www.preventchildabuse.org

U.S. Department of Health & Human Services
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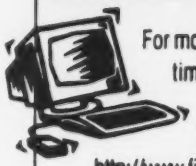

For more information on financng out-of-school time and community school programs, visit the out-of-school time page on The Finance Project's web site at: http://www.financeproject.org/osthome.htm

The Finance Project

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The Out-of-School Time Technical Assistance Project

This tool is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the DeWitt Wallace-Reader's Digest Fund. The Finance Project also gratefully acknowledges support from the Charles Stewart Mott Foundation and the Afterschool Alliance for the preparation and distribution of this strategy brief. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time and community school initiatives.

THE FINANCE PROJECT
1000 Vermont Avenue, NW • Washington, DC 20005

(202) 628-4200 phone
(202) 628-4205 fax
http://www.financeproject.org